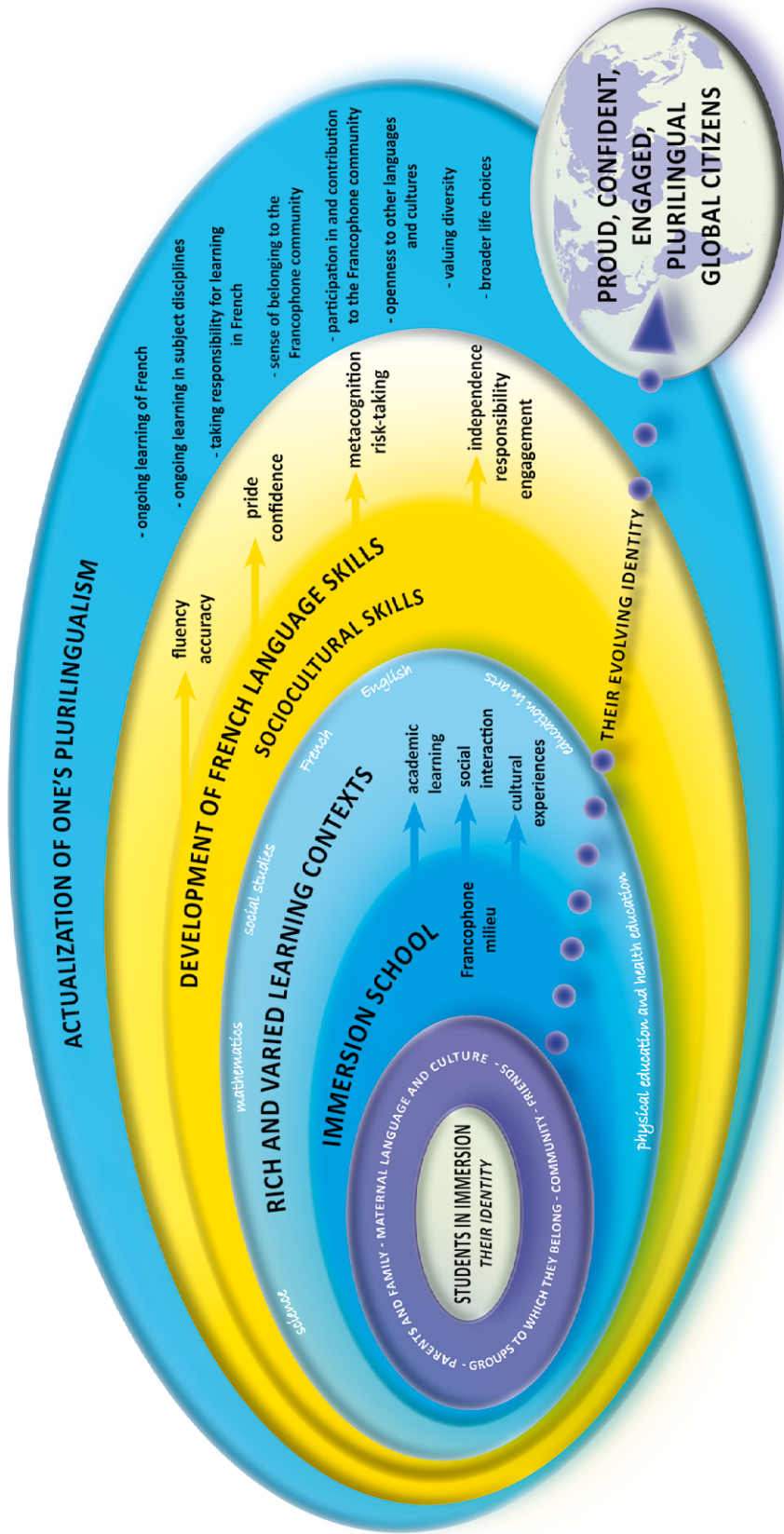


# STUDENTS' PATHWAY IN FRENCH IMMERSION

## Students' Pathway in French Immersion

The following diagram illustrates how the renewed vision of the French Immersion Program in Manitoba is experienced and lived by students throughout their journey.



The French Immersion Program needs to place “language where it naturally belongs – in the lives of individuals. Far from being reduced to an object of study, language – all languages – reclaim their key role of enabling students to act in society, interact with others, and advance along a personal path, constructing a richer and more open identity” (Piccardo, 2014).

## STUDENTS' PATHWAY IN FRENCH IMMERSION (CONTINUED)

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### EVOLVING STUDENT IDENTITY

All students enter school in the French Immersion Program with their own unique identity. This multidimensional identity develops through family, friends, community, the groups they belong to, languages spoken at home, culture, beliefs, values and experience. The students' identity is moulded by the past, present and future. As a result, their identity as learners in French immersion is constantly evolving.

Their identity is constructed and redefined continuously based on their interactions with their environment and the people around them. Throughout their schooling in the French Immersion Program, students are called upon to reflect on the essential questions – *Who am I? Where do I come from? Where am I going? What do I want to become? Who have I become?* – in order to know themselves better.

### RICH AND VARIED LEARNING ENVIRONMENTS IN IMMERSION SCHOOLS

French immersion schools are the first and often the only Francophone environment in which students interact. It is important to create a Francophone environment with a vitality that is maintained by the entire school community. Each stakeholder plays a key role in the development of this environment. Students, placed at the centre of learning within this Francophone environment, co-construct their identity and experience its evolution through rich and varied social, cultural and academic interactions in each of the academic curricular areas. These interactions promote significant, relevant and engaging use of language.

### DEVELOPMENT OF LANGUAGE SKILLS

Students who are valued and stimulated in a climate of emotional security gradually develop their language and sociocultural skills by exploring French language through risk-taking and the specific instruction they receive. Ongoing interaction with the target language develops fluency and accuracy and thus supports communication and comprehension. Students are called upon to reflect on their learning in order to improve their language skills. They consciously engage and take responsibility for their language learning and progressively increase their independence, pride, confidence and pleasure in learning the language.

### ACTUALIZATION OF STUDENT PLURILINGUALISM

The students' ongoing progression allows them to experience their plurilingualism at their particular level of development. They develop at their own pace based on their preferences and choices and integrate French as a natural part of themselves. Using their linguistic plurality, students laugh, have fun, dream, are moved, play, reflect, take action, make themselves heard, and get involved in French. This engagement leads them to participate in the Francophone milieu, to develop a sense of belonging to the Francophone community and encourages them to open up to other languages and cultures. Students make learning French a lifelong endeavour that contributes to transforming their thinking and how they interact with the world. Transformed by their experience in immersion, students experience their Francophonie to the fullest. Open to the diversity they see in themselves, they value this quality in others and become proud and engaged plurilingual global citizens.